DOCUMENT RESUME

ED 147 293 80 SP 011 913

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TITLE PBTE (Performance-Based Teacher Education); Vol 1, No. 7, February 1973.
INSTITUTION Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Feb 73
NOTE 7p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Guidelines; *Performance Based Teacher Education; *Program Development; *Program Planning; *State Programs; Workshops
IDENTIFIERS Shanker (Albert)

ABSTRACT

This issue of the Multi-State Consortium on Performance-Based Teacher Education (PBTE) newsletter presents (1) a summary of recommendations from a Florida conference on processes that would aid planners in the design of PBTE programs; (2) announcement of special sessions on performance based teacher assessment at the 1973 American Educational Research Association annual meeting; (3) an article by Albert Shanker, President, United Federation of Teachers, on the hazards of hasty implementation of performance based teacher certification; and (4) an overview of the movement for state-wide changeover to performance based evaluation and certification in Connecticut. In addition, brief statements on the objectives, implementation problems, and purpose of competency based education are presented. (MJB)

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PBTE

PERFORMANCE - BASED TEACHER EDUCATION

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Published by the Multi-State Consortium on Performance-Based Teacher Education

Vol. 1, No. 7 February 1973

Researchers Report

In September 1972, the Florida Educational Research and Development Program sponsored a conference to assist the Department in describing the research processes, mechanisms, or strategies which could aid educational decision makers at state, district, and institutional levels as they design performance-based teacher education programs.

As a result of the 2-day conference, it was determined that educational research, as it is traditionally conducted, is not organized to answer questions commonly asked by decision makers planning teacher education training programs.

During the conference, much of the discussion centered on the belief that if teachers were trained in at least two different conceptual models of teaching (e.g. Piaget, Bereiter-Engelmann), it would provide teachers with a broad range of competencies from which to choose and would facilitate the teachers' abilities to use different models or operate in different roles. It was generally agreed by the conference participants that a list of competencies that are essentially unrelated to one another or to any conceptual framework is of little value. Hence, research and development conducted in isolation of operational programs provides little information of value to decision makers.

Recommended Strategies

The following recommendations were presented to the Commissioner of Education:

1. Do not use student learning measures for evaluating individual teachers. A distinction was made between using measures of student gain as a way of validating an observational measure of teacher competencies, in contrast to using student gain as a direct meas-

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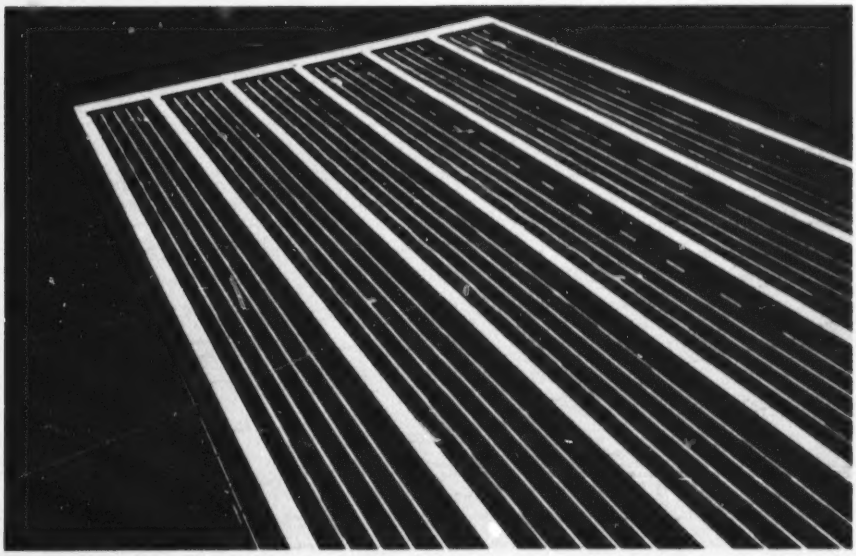

SPECIAL MARCH ISSUE. The entire March issue of PBTE will be devoted to TEACHER CORPS. PBTE is pleased to have the opportunity to give broad recognition to this Federal agency which has been a prime supporter of performance education. Pictured above is one of the high rise buildings at the State University of New York at Albany, one of the 80 sites of Teacher Corps projects throughout the United States.

Multi-State Sponsors Assessment Meetings

Four special meetings designed specifically for state education agency personnel are being sponsored by the Multi-State Consortium on Performance-Based Teacher Education as part of the program at the American Educational Research Association's 1973 annual meeting, February 25–March 1 in New Orleans, Louisiana.

Four sessions have been planned, February 25 through February 28 from 4 to 6 p.m. each day at the Sheraton Charles Hotel. Sessions will be devoted to Assessment: the State of the Art; Research: What Do We Know and What Don't We Know; Costs: How Much or How Little Will Performance Education Cost; Political Assessment: What Happens to Inservice Teachers When Assessment Systems Are Implemented.

Each session will consist of three papers and a 30-minute discussion period. Persons who have already accepted invitations include Fred McDonald, Educational Testing Service; Barak Rosenshine, University of Illinois; Del Schalock, Teaching Research, Oregon; Bruce Joyce, Teachers College, Columbia University; Elizabeth Ward, Far West Regional Laboratory; Herbert Hite, Western Washington State College; Bernard McKenna, National Education Association; Peter Airasian, Boston College; N. L. Gage, Stanford University; James Popham, University of California at Los Angeles; and Elbert Brooks, Superintendent of Schools, Nashville.

Education agency personnel from all states are invited to these sessions. Consistent with the consortium's goal of providing assistance and information about performance education, these meetings are open to all interested parties.

Representatives of professional teacher groups and/or teacher unions from each of the participating states are being invited to attend these sessions through a grant provided by Teacher Corps.

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PBTE Quotations

The following quotations are all taken from the November 1972 issue of Educational Technology devoted to competency-based education. Copies of the magazine are available for $3 from Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. The contents will soon be available in a paperback edition selling for $3.95.

Implications

Competency-based education begins by challenging basic assumptions. It strikes at a set of traditional beliefs which are at the center of educational dogma: (1) the mastery of a certain body of knowledge is the essence of education; (2) creating a succession of hurdles within a competitive system and requiring students to demonstrate *both* mastery of certain knowledge and willingness to exert effort toward a formal, if not necessarily relevant, goal ensures that only intelligent and dedicated individuals rise to the top; and (3) people are distributed along a normal curve, and it is necessary to assess a person's aptitude to certify his admissibility into the total program of gaining mastery of certain bodies of knowledge.

LEON M. LESSINGER

The Human Side

Holding students accountable for mastery of irrelevant knowledge defeats them and the purposes of humane education. Obviously, the first task in establishing competency-based education is to determine what is relevant both to students and to society. There are extensive data suggesting that if teachers were completely faithful to the needs of students in preparing them for an effective, satisfying life after school, there would be a dramatic shift in emphasis from academic curricula to psychological and vocational curricula.

This prospect raises important ethical issues which need to be considered in detail. Especially important is the issue of imposing values, always a difficult problem, but even more complex when dealing with psychological education.

ALFRED S. ALSCHULER
ALLEN IVEY

Purpose

The purpose of education — to train students to be self-motivated learners — cannot be fully realized as long as the instructional goals are teacher goals. Real-life situations will not have a teacher available to tell students what to do. These situations will involve individual responsibility for personally selected goals.

Although competency-based education involves high risks because of reduced teacher direction and increased student control, the rewards are great. This system can reduce negative psychological effects and increase learning.

JON I. YOUNG
ADRIAN P. VAN MONDFRANS

Birth

The birth of competency-based education did not come as a surprise — indications of its impending arrival were present for some time. One of the early hints which can be singled out was the development of programmed instruction, designed to train people in a step-by-step manner so that they would reach a preconceived end. The labor pains really became acute at the time that performance-based education programs began to spring up across the country in response to the public cry for accountability. The demand for the specification of criterion levels of performance on the part of many funding agencies provided the final push that resulted in the delivery of competency-based education.

JOE LARS KLINGSTEDT

Problems

In developing a competency-based curriculum, each school system must take a close look at its philosophy of education, and the individual practitioner must examine his philosophy in relation to the total school's philosophy. What do we believe education should do for the person and for society? What kind of competencies will the student need in order to be this kind of person? Will he be prepared to operate in a society not yet visualized? With the tremendous changes which are engulfing us, we know that the effective person of the future will be one who can change directions quickly and often. He must be adaptable, flexible, and know how to learn. This means that we must seek new approaches to ways of developing this kind of adult as well as making more effective use of proven methods and techniques. For example, reinforcement theory has been with us for a long time, yet we find relatively few teachers using it to help the child develop the kinds of behavior that he needs in order to function effectively in this or future societies.

ELMER C. ELLIS

Originality

A common objection to using objectives is that they encourage, if not demand, the training of humans in a sense that makes them akin to puppets. In other words, everyone is to learn only specific behaviors and hence there is no room for self-discovery, originality, inventiveness or whatever you might wish to call that which is subsumed under the general term "creativity." This criticism of objectives and their use would be valid if and only if: (1) objectives are too specific, (2) objectives are poorly conceived, (3) objectives do not reflect reality, (4) objectives are limited to low-level cognitive behaviors, and (5) their role and use is misunderstood. Objectives are not inherently evil — their effects are only detrimental if humans permit them to be! Refer to the example TBO in the paragraph above and note that although the required behaviors are specific (definite or precise), they do, for the most part, allow the learner great leeway in response behavior. This aspect of objectives is referred to as the difference between *open* and *closed* objectives or the difference between "specific behaviors" and "specific, behaviors," where the comma in the latter makes a great deal of difference. A specific behavior called for in a TBO specifies the same (exact) behavior of each learner. At times this state of affairs is desirable and the objective is referred to as a *closed objective*. In general, closed objectives do not allow for originality or variation in response; for some objectives, this would be proper. For example, if the learner is acquiring skill in administering artificial respiration by the "mouth-to-mouth" method, the behaviors expected of each learner are essentially alike. On the other hand, an *open objective* does allow for response variation on the part of learners, as can be seen in the example TBO furnished above.

RICHARD W. BURNS

Objectives

Let us assume that the affective objectives for a given course are written as clearly as possible. How, then, shall the evaluation be made? Bloom (1971) suggests that the next step is to devise situations and techniques which will allow (not command) the student to perform the desired behaviors. At this point the attention of the evaluator should be on assessing the goals of the curriculum, rather than on evaluating the individual students. If the majority of students in a group do not show the desired behavior, then revisions in the curriculum can be undertaken in an effort to improve the outcomes.

MARY B. HARBECK

Teacher Training and Certification: The Search for New Programs

Albert Shanker

In a period in which so many important educational issues are being endlessly debated, it is pleasing to report general agreement on the proposition that the present system of teacher training, selection and certification is inadequate. The present training system consists largely of a five-year spate of college courses, followed by a brief period of "practice teaching." Teachers are certified on the basis of their having met certain college requirements and, in some cases, their having passed a written test, undergone an interview and submitted favorable references. While each of these criteria does indeed tell us something about a prospective teacher, none of them — taken separately or with the others — tells us whether any given person will actually perform competently in the classroom.

Unfortunately, whenever educational problems are recognized there is the usual resort to instant solutions. The latest such solution is that of "performance" or "competency" based certification — the idea that teacher certification should be based in whole or in part on actual performance skills.

The past few weeks have seen the publication of no less than three reports recommending fundamental changes in teacher education and certification. These reports — *The Power of Competency-Based Teacher Education* (the report of the U.S. Office of Education, Task Force '72 Committee on National Program Priorities in Teacher Education), *The Report of the Fleischmann Commission*, and *The Regents Statewide Plan for the Development of Post-Secondary Education* — propose either new patterns of teacher training, or new approaches to teacher certification, or both. Of the three, the CNPPTE report offers the most penetrating analysis of the issues and the most useful research and development strategy to obtain its objectives. The U.S. Office of Education Committee which prepared the report was headed by Benjamin Rosner, University Dean of Teacher Education at City University of New York. Educational authorities in New York recognize Dean Rosner's leadership, not only in upgrading teacher education at the City University, but also in developing New York City's accountability program, formulating training programs for paraprofessionals, and initiating important programs in bilingual education, occupational education and other significant areas. The publication of the CNPPTE report constitutes a significant contribution to the solution of the complex problem of teacher certification. Unlike other reports on this problem and in apparent criticism of recent legislation in a number of states mandating that in the future teachers be certified on the basis of performance, the Rosner report proceeds from the idea that we do not yet know what the competencies are or how to measure them.

Rosner's report identifies 6 "Criterion Levels," which include the assessment of a teacher's knowledge, appraisal of a teacher's actual skills, and measurement of pupil achievement under brief or long periods of instruction. The report concludes, "Training programs should therefore be held accountable for changing teacher behavior. The most appropriate Criterion Level for accountability in teacher education is Criterion Level 3, i.e., demonstrations of change in teacher competency under actual classroom conditions." Significantly, the report rejects pupil performance as the criterion for teacher certification, not only on grounds of technical difficulty but also on the basis of a logical analysis of the relationships between teacher education and teacher certification.

Albert Shanker

Competency-Based Certification?

The Rosner report also affirms the need for incentives in inservice teacher training. It lists the following as among the effective incentives for teachers already certified: (1) meeting important teacher needs, (2) providing released time for inservice training, (3) eliminating the current costs of taking additional college courses, (4) providing salary increments for such additional training. It is interesting to compare this approach with that of the Fleischmann report, which would deprive teachers of the salary increments they have already earned for taking additional training. The Rosner report decries negative incentives as unlikely to be effective. "The elimination of pay raises, threatened salary reductions, or threatened job loss are unlikely to prove useful incentives. In periods of teacher shortage such threats are idle; in periods of teacher surplus such threats invite union protest and defensive action, weaken staff morale, and create tense school-community, management-labor relationships." The teacher centers now widely established in Great Britain are predicated on a similar group of effective incentives.

Many states throughout the country are legislating or otherwise mandating performance- or competency-based teacher education programs and certification procedures. These mandates presuppose the validity of the performance-based model. The Rosner report, however, maintains that before such a model is introduced an adequate program must first be developed. Such a program

(continued on page 4)

What do teachers think about performance education? That question appears whenever PBTE is discussed. While many teacher groups and individual teachers are studying this issue, few positions either positive or negative have been announced. The United Federation of Teachers in New York City had a committee that studied "performance" and its report and recommendations were published in the June issue of PBTE.

We are pleased again to have the opportunity to share with our readers material reflecting the viewpoint of the professional teachers.

Albert Shanker, president of the United Federation of Teachers, has graciously given PBTE permission to reprint his column which recently appeared in The New York Times. Irrespective of whether one agrees or disagrees with his point of view, all educators should appreciate the fact that the UFT has carefully studied performance education and has publicly stated its position.

Teacher Training . . . *continued*

must first "establish conditions essential to competency-based teacher education and certification. The development of instruments (for teacher evaluation), instructional materials (for teacher education), laboratory facilities for training, and incentives for inservice teachers offers an opportunity for a major test of the *hypothesis* (italics mine) that competency-based teacher education and certification will improve the preparation of educational personnel. . ."

With competency-based certification now being promoted as the newest educational and political fad, the Rosner committee is to be congratulated on two counts: First, it treats competency-based certification as a hypothesis to be tested. Second, it insists on a proper period of research and development before the program becomes operative. The Rosner report is an excellent one, of landmark significance. The soundly oriented programs it proposes deserve the most serious consideration in educational and legislative circles. Its innovations might well be welcomed by teachers who, from bitter experience in recent years, have learned to greet educational innovations with skepticism and, at times, with hostility. On the other hand, if performance-based certification is imposed as a quickie solution without the preparation, research and development which Rosner advocates, it will end up on the junk pile with the many other innovations which turned out to be nothing more than public relations ploys.

Florida Center for Teacher Training Materials at University of Miami, Coral Gables

The Florida Center for Teaching Training Materials has recently published an *Annotated Catalog of Teacher Training Materials*. Specific titles of competency-based teacher training materials may be obtained in this document from: (1) the SOURCE INDEX which lists all titles under their developer or producer and (2) the ANNOTATION SECTION which categorizes all materials by area.

The latter section presents the following information about each module: price, audience, number of pages, component parts, estimated time for completion, copyright status, special ordering instructions, and a general description.

Cost and availability information can be obtained from: Mr. W. Lester Kitching, Panhandle Area Educational Cooperative, Post Office Drawer 190, Chipley, Florida 32428.

Connecticut Moves Toward Performance

January 1972 — The Ad Hoc Commission Report

In response to recommendations resulting from two state-wide conferences on teacher preparation, the first held in January 1971, and the follow-up in April 1971, State Education Commissioner William Sanders appointed an Ad Hoc Commission for Certification Review. The Commission proposed, among other things, in its report in January 1972, the appointment of a Task Force to suggest guidelines for a state-wide changeover to performance-based evaluation and certification.

March 1972 — A Task Force Appointed

Accordingly, the Joint Teacher Education Committee (composed of 3 members from the State Department of Education and 3 members of the Commission for Higher Education) appointed a Task Force. This group included public school teachers, administrators, supervisory, and special services personnel; persons from institutions of higher education; private and church-related school personnel; college students, and representatives of the general public.

April 1972 — Performance-Based Teacher Education Proposals Invited

The JTEC sent proposal guidelines to colleges and school systems in April 1972. The guidelines referred to the Ad Hoc Commission report and stressed the need for pilot projects related to PBTE. Proposals submitted were to be reviewed by an Advisory Committee which, in turn, would submit its recommendations to the JTEC.

June 1972 — Six Proposals Chosen

From among proposals submitted, the Advisory Committee recommended six. The six would have cost over $170,000. The JTEC invited the six selected project directors to submit a Joint Proposal designed to make the best use of the $59,000 available under Public Acts 761 & 230.

July 1972 — A Joint Proposal Submitted

In face of the shortage of state funds, the six project directors decided to solicit funds from other sources as well, so that all six projects might be ultimately implemented. They resolved to operate jointly during the Pilot year. Their joint proposal included a request for funds to operate a state-wide clearing house. The JTEC approved the joint proposal.

August 1972 — Task Force Guidelines Released

On August 10, the Task Force on Performance, Evaluation, and State Certification of School Personnel submitted its report (Guidelines for Local Performance-Based Evaluation and State Certification of Professional School Personnel) to the JTEC. The guidelines were to be only preliminary, to be followed up with revisions after public hearings in the Fall.

Fall 1972 — Four Pilot Projects and a Clearing House Funded

Since approval of the Joint Committee in July 1972, three projects (Wesleyan/Middletown, University of Bridgeport/Bridgeport/Norwalk/Redding/Stamford, and Eastern Connecticut/Ledyard) and the Clearing House received funds from the JTEC. One (EIC) New Haven/Yale/UConn.) was funded by the New Haven Foundation. The other two (University of Hartford and Central Connecticut State College) are currently seeking funds from the Commission on Aid to Higher Education.

Wesleyan to Prepare Master Teachers for Middletown's Secondary Schools

The primary purpose of the Wesleyan project is to train local teachers to become a new kind of Master Teacher. In their new role, these Master Teachers will remain in the classroom, yet take on responsibility for guiding young people entering the teaching profession. These Master Teachers then would become peer supervisors and evaluators for a system of Performance-Based Teacher Education and Evaluation of new teaching personnel.

Peter Kelman
Project Director

University of Bridgeport Providing Bridgeport/Norwalk/Redding/Stamford Teachers Alternative Routes to Professional Growth

The University of Bridgeport is operating an urban/suburban pilot center, whose main focus is the development of individual programs of professional improvement, based

(continued on page 5)

on performance evaluation. The title of the project program is "Multiple Alternatives Program" (MAP).

In order to develop a professional growth plan for each participant, the University of Bridgeport is focusing on the identification of individual needs within the context of the institutional priorities of the school. Once each person has gone through this identification process, he, along with his university adviser, will develop strategies and locate training and curricula resources which will enable him to meet the defined individual and institutional needs.

Robert Kranyik
Project Director

Eastern Connecticut State College and two Rural Schools to Develop Criteria and Assessment Procedures

ECSC is working with the Ledyard Public School System to establish performance-based criteria and procedures for assessing student teachers in the Elementary Education Program at Eastern.

The first task is to develop performance criteria for ECSC seniors who will be student teaching in the two Ledyard schools. At the same time, procedures will be established for assessing the performance of student teachers according to the criteria. The revision of the criteria and evaluation procedures will be based on feedback from participating Master Teachers, college faculty, administrators, and student teachers during the second semester.

William Billingham
Project Director

EIC/New Haven/Yale/UConn. — A Consortium, a School System, and two Colleges Combine Forces for a PBTE Project

The New Haven Public School System, in collaboration with the University of Connecticut and Yale University, is developing and implementing a pilot project in performance-based education for both pre- and in-service teachers.

The project is being administered by the Education Improvement Center (EIC), a consortium of seven colleges engaged in teacher preparation (including Yale and UConn.), the New Haven School System, and nine community organizations.

Dick Mastain
Project Director

UConn. to Work with the Brennan School in New Haven

First semester, five student teachers will be going through a practice teaching experience, using a variety of performance-based teacher training materials, appropriate to their needs and based on their classroom experiences. At the end of the semester, they will be evaluated for an internship license according to performance criteria.

Rose Verdi
Project Director

Yale's Program

Eleven Yale undergraduates began a pilot year elementary preschool teacher preparation program in September. The program is still being planned, but guiding principles of teacher preparation have been established. The academic core of the program is child development theory. Over ten courses are offered in this field within Yale academic departments, and Yale's Child Study Center and Department of Psychology have been conducting major research in child psychology for years. This program will place particular emphasis on Piaget's cognitive stages theory and psychoanalytic theory of childhood psychosocial development. In addition, an array of courses in social anthropology, sociology, and philosophy with educational implications are available to students. Yale's new Center for the Study of the City (both within the Institute of Social and Policy Studies) offer courses in the analysis of public education policy.

The Yale program is part of the experimental year of performance-based teacher education, in collaboration with EIC, UConn, and the Baldwin and King elementary schools. Therefore the program will emphasize specific classroom competencies rooted in child development theory, and also the guiding criteria to be developed by the School Performance Evaluation Committee. Five provisional teachers from these two schools will soon begin to work with a Yale adviser.

Roger Landrum
Project Coordinator

The Clearing House — How Does It Function?

The function of the Clearing House, as conceived by the directors of the six pilot projects and as approved by the JTEC, is to provide services for the projects. These will be:

1) the collection of data related to:
   general information about PBTE, both nationwide and within the statewide projects;
   performance criteria;
   assessment procedures;
   the availability of teacher education materials and curricula.
2) the development of a taxonomy of performance-based criteria.
3) the collection of teacher education materials (learning modules, etc.) to be made available to the pilot project participants.
4) the dissemination of all information about PBTE materials available either from the Clearing House or from other sources. This would require a two-way flow of information between the Clearing House and the Pilot Projects.

Dick Mastain
Director

Accountability Project

A series of excellent resource publications related to performance education are now available from the State Educational Accountability Repository (SEAR) located in the Wisconsin Department of Public Instruction.

Funded through a Title V, section 505, Federal grant, SEAR is one of the features of the Cooperative Accountability Project (CAP) administered through Colorado.

CAP is developing a comprehensive program for servicing the accountability needs facing state and local education agencies across the country. One of its objectives is to furnish current information regarding the status of accountability and other related programs.

SEAR responds to this objective by offering state education agency personnel and interested persons a central source of materials published by the states regarding their practice and procedures for developing and implementing accountability and/or assessment programs. The materials in the Repository have been obtained through the assistance of key personnel in state education agencies who forwarded appropriate publications to SEAR. Approximately 350 publications have been received from state education agencies on the progress of their accountability programs, statewide assessment, legislation, and other related subjects.

Publications presently available include

Bibliography of the State Educational Accountability Repository

Education in Focus: A Collection of State Goals for Elementary and Secondary Education

Legislation by the States: Accountability and Assessment in Education

Copies may be obtained by:

State Educational Accountability Repository
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Researchers . . . *continued*

ure of teacher competence. It was pointed out that it did not seem functional to use measures of change in students as a primary, long-term measure of the competence of teachers. However, it is critical to use change in student performance as a criterion against which the teacher competency is validated so that the measure of teacher behaviors could be used in the long run as a measure of teacher competencies. This seemed a realistic approach since it would be very difficult to control all of the variables associated with student learning over a long period of time in order to continually monitor teacher performance.

2. Select competencies on a conceptual base, rather than by an eclectic approach. It was recommended that the first step in designing a teacher training program should be clear statements of philosophy. The training institution must next operationalize philosophic positions in terms of some conceptual model of teaching roles or teaching styles. Then the decision makers can specify the competencies required to support the model of teaching described.
3. When specifying competencies within a conceptual framework and designing research strategies to validate teacher competencies, it would be more economical to use training and evaluation systems already available. Such resources include (a) curriculum models, (b) observation systems, and (c) teacher training modules.
4. Build research into the design for testing training materials and procedures. To support research in isolation of operational programs is very costly; it would seem more appropriate for the State to support research which is an integral part of an operational program.
5. Continue the developmental activity presently under way to produce a management system for performance-based teacher education (FSU-FIU project).
6. Consider State coordinated inservice training. For example, if a cluster of competencies seems critical and in much demand throughout Florida, it might be more effective and more economical to develop a training program which could be made available on statewide educational television or through some other mass media.
7. Given Florida's leadership in the competency-based approach to teacher education, the participants in the conference recommended that the Florida Commissioner of Education bring the problem of developing assessment strategies in teacher education and research to the attention of NIE and the Assistant Secretary of HEW.

Specialists in education research attending were Norman Dodl, Florida State University; Robert Soar, University of Florida; Frederick McDonald, Educational Testing Service; Barak Rosenshine, University of Illinois; Donald Medley, University of Virginia; R. L. Bright, Western Institute for Science & Technology; J. Lloyd Trump, National Association of Secondary School Principals; Herbert Wey, Appalachian State University; Bruce Joyce, Teachers College.

EDITORIAL

"It's so refreshing to find a book that tells 'how' to do instead of another account of 'what' needs to be done."

This unsolicited commentary on Robert Houston's "Strategies and Resources for Developing a Competency-Based Teacher Education Program" is typical of the very positive response the consortium has received about its recent publication.

Requests for copies (available free as long as the limited supply lasts) are received daily from throughout the United States. Three thousand copies were originally printed.

Because of the enthusiastic response, an additional 10,000 copies are now being reprinted, primarily for the consortium states, although some copies will be reserved for individual requests. Also, the American Association of Colleges of Teacher Education's Committee on Performance-Based Teacher Education has ordered copies to be distributed to all persons who attend the remaining four regional conferences sponsored by that Committee.

A final note: At the Consortium's recent meeting in El Paso, three additional publications related to performance education were approved. These will be available within the next 6 months. Details on each will appear in forthcoming issues of PBTE.

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Funded by a U.S. Office of Education, Title V, Section 505, grant

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